**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: \_\_\_**Literacy Heroes :The Whipping Boy \_\_\_\_\_\_\_\_\_** TIME FRAME: **\_2 weeks\_\_\_\_\_\_\_\_\_\_** TEACHER: \_\_**Fourth Grade Teachers**\_\_\_

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This unit is about what are the actions and characteristics of a hero/heroine and recognizing those heroes in literature. Students will read various fairy tales, folklores, stories, and poems discussing the charatersitics of the hero and what it means to be a hero. The students will learn about the manners and history of the Middle Ages and Medieval Times comparing the ways and lifestyle of today**.** Students work in small groups to brainstorm list of heroic and unheroic traits.They create a list of heroes and villians and discussand categorize their choices. They create word portraits of a hero from the text by ranking lists of characteristics, then create and discuss character maps. Students compare the heroic qualities of multiple characters from one or more works of literature, using a Venn diagram. | | | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.  X Students will value evidence.  X Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  X Students will develop an understanding of other perspectives and cultures. | | | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | | | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **RFS4.4b** - Read with sufficient accuracy and fluency to support comprehension. Read on-level text orally with accuracy, **appropriate rate**, and expression on successive readings.  **RI4.8** – Explain how an author uses reasons and evidence to support particular point in a text. | | |  | | --- | | **Writing** | |  |   **W4.1a -** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  **W4.1b -** Provide reasons that are supported by facts and details. | | |  | | --- | | **Speaking and Listening** |   **SL4.1d** – Review key ideas expressed and explain their own ideas and understanding in light of the discussion.  **SL4.6** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | |  | | --- | | **Language** |   **SL4.6** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **L4.3b** - Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose punctuation for effect. |
| E**ssential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | | |
| In what ways does the text or the cultures in the text define heroism? | | | Learn about the Middle Ages: Medieval Times and manners and roles of the people | | |
| What are the actions and characteristics of a hero/heroine? | | | Discuss what is a hero and research heroes in similar stories | | |
| How has today changed from the Middle Ages? | | | Conduct short research projects on famous and not-so-famous heroes. | | |
| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  Read *The Whipping Boy* by Sid Fleischman. Who is the hero in the story? What are their characteristics in the story? Does this hero remind you of your image of childhood heroes?  Read about literacy heroes and children can honor their favorite hero with portraits in a class "hallway" of fame. Display the portraits under a "Hero Hallway of Fame" banner, with students taking turns as the hallway tour guide.  Read aloud several fables, folktales, and other appropriate stories. Ask students to name the hero in each, challenging them to use the class definition to determine whether or not characters are truly heroes. | **Writing Tasks**  Create a comic hero using a comic strip format. Design the costume, superpowers, and exaggerated abilities.  Identify examples of simile and write examples of simile on sentence strips. Ex. His scream rang out like\_\_\_\_\_\_\_\_\_\_. Their classmates finish the simile.  Write a set of research questions to guide their research in discovering details and characteristics of literacy heroes.  Write in their journals about how literacy heroes are like everyday heroes around them. | | **Discussion Tasks**  In small groups, each group given a topic from the Medieval Times: costume, jog, fashion, and art. They will complete a project on given topic.  Create "hero" sandwiches to identify the characteristics that they believe are most important in a hero. student to share and compare their booklets to discover that heroes can exhibit any combination of heroic qualities.  Complete Character Map or Venn Diagram showing heroic traits and discuss in small groups similar traits among heroes in literature | | **Language/Vocabulary Tasks**  Complete a Character Map organizer using vocabulary words to describe the main characters  Pocket Full of Words: students collect vocabulary words as they read information and stories on heroes/heroism.  Think-Pair-Share: share terminology, phrases, and words associated with heroes. |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| From what you learned about heroes, make a list of traits and characteristics  In your own words define heroism | | Create and design a powerpoint presentation summarizing the key elements you learned about literacy heroes. A rubric will be provided and used for scoring purposes | | Teacher Made Tests | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study:  Websites: <http://en.wikipedia.org/wiki/List_of_fictional_antiheroes>  <http://fairytales.biz/list.html>  http://www.exampleessays.com/viewpaper/35952.html  **Stories**  **Middle Ages**   * *King Arthur* (Scholastic Junior Classics) (Jane B. Mason and Sarah Hines Stephens) * *The Knights of the Kitchen Table* (Jon Scieszka and Lane Smith) * *The Story of King Arthur & His Knights* (Classic Starts) (Howard Pyle and Dan Andreasen) * *King Arthur* (Troll Illustrated Classics) (Howard Pyle, Don Hinkle, Jerry Tiritilli) * *The Kitchen Knight: A Tale of King Arthur* (Margaret Hodges and Trina Schart Hyman) * *The Whipping Boy* (Sid Fleischman and Peter Sis) * *Robin Hood: Tale of the Great Outlaw Hero* (DK Readers Proficient Readers, Level 4) (Angela Bull and Nick Harris) * *The Adventures of Robin Hood* (Classic Starts) (Howard Pyle, and Lucy Corvino) * *Favorite Medieval Tales* (Mary Pope Osborne and Troy Howell) * *Days of the Knights: A Tale of Castles and Battles* (DK Readers Proficient Readers, Level 4) (Christopher Maynard) * *The Young Merlin Trilogy: Passager, Hobby, and Merlin* (Jane Yolen) * The Ballad of Lucy Whipple by Karen Cushman (America) * The Birchbark House by Louise Erdrich (America; Native American) * Blue Fingers: A Ninja's Tale by Cheryl Aylward Whitesel (Japan; 16 th Century) * Breadwinner by Deborah Ellis (Afghanistan ) * Chinese Cinderella and the Secret Dragon Society by Adeline Yen Mah (China; WWII) * The Color of My Words by Lynn Joseph (Dominican Republic) * Crutches by Peter Hartling (Vienna; WWII)   Poems   * “ The Good Fight” (Sharon Frye) * “ Quiet Heroes” ( Sharon Frye) * “ The Song of King Arthur” ( S. Fowler Wright) | | | | | |
| **Notes:** | | | | | |